Prep—Two
Information
Evening
Derrimut
Heath Primary School
Reading Strategies - ‘Fix It’ Strategies for P-2

These strategies can be used to assist students to correct or read an unknown word.

- Point to each word.
- Use the 1st sound.
- Look at the pictures!
- Does it sound right?
- Look through the whole word.
- Fan-tas-tic
  - Break the word into chunks.
  - Stretch the sounds out and put them together.
  - D-O-G makes dog.
- Go back and re-read!
- STOP if it doesn’t make sense!
- Skip the word and go back.
- Look for little words in big words.

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Reading Strategies - ‘Thinking’ Strategies for P-2

These strategies can be used to assist students to comprehend the text they are reading.

- Good readers make predictions about their reading.
- Good readers make text to self connections. “This reminds me of...”
- Good readers retell the story using information from the book.
- Good readers make text to world connections.
- Good readers ask questions BEFORE, DURING and AFTER their reading.
- Good readers make pictures in their minds.
- Good readers summarise the book after reading.
- Good readers make text to text connections “This part reminds me of another book...”
**Letter/Sight words games**

**SNAP (2 or more players)**

**To Play**
- The dealer shuffles the cards and deals them as evenly as possible to all of the players. It’s fine for some players to have one card more than other players.
- Each player places his cards, face down, in a pile in front of him.
- The player on the dealer’s left turns over the top card of his pile and puts it face up next to the face down cards.
- Play then moves clockwise. On his turn, each player turns over the top card from his face-down pile. When someone turns over a card that matches a card already face up on another player’s pile, players race to be the first to call “Snap!”
- If a player runs out of cards in the face-down pile, they turn their face up cards down and continue to play.

**Winner**
Play continues until one player has won all of the cards. The game ends and that player is the winner.

**Short activities for letter/ sight words:**
- Practice reading and making letters and letter sounds individually or within words.
- Have your child look for words when you are out and about.
- Playing words games e.g. number plate/sign game, boggle.
- Print out cards of 5-10 letters/words and get your child to read them nightly. Change some of these words each week.

**Memory**

**Preparation**
- Print off Memory/Snap cards of 100 words onto firm card and cut into individual cards.

**To Play**
- Place all cards scattered face down onto floor or table.
- Players sit in circle around cards.
- Player 1 turns a card face up and reads the word to the group leaving it face up until a second card is turned.
- A second card is turned face up and the word is read to the group.
- If the two cards form a pair, the player takes them and puts them face down in front of them in a pile and then turns up two more cards.
- Whenever the two cards turned up do not form a pair the player turns both cards face down again leaving them in exactly the same position on the table or floor.
- It is then the next player’s turn to turn up any two cards.

**Winner**
When no cards are left in the middle, the player with the most pairs is the winner.

**Hangman**
1. Put dashes on your paper showing how many letters are in your word.
2. Have your child select a letter of the alphabet. If the letter is in the word, they take another turn guessing a letter.
3. If the letter is correct, place that letter on the matching dash.
4. If the letter is not in the word draw a part of the hanging or person.
5. The game continues until:
   - the word/phrase is guessed (all letters are revealed) — WINNER
   - all the parts of the hangman are drawn

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Questions to assist comprehension

Questions to Ask and have a discussion with, after listening to your child read their text aloud to you.

THINKING WITHIN THE TEXT

LITERAL UNDERSTANDING: The answer is written in the text.

FICTION

What happened in the story?
How did the story end?
What was the problem in the story?
What did _____ do to solve the problem?

NON-FICTION

Explain what you learned in this book. What did you learn about _____?
What were some important facts about _____ in this book?
What information did you learn from the (chart, map, label, graph, photo, drawing, glossary)?

THINKING BEYOND THE TEXT

INFERENTIAL UNDERSTANDING: (The answer is NOT written, but is inferred (concluded from reasoning) based on what is in a paragraph or in the text.)

FICTION:
Tell me some ways character and character are alike/different.
Tell me how character felt when whatever happened to the character. Why?
How does character change? What does character learn?

How do you think character felt when (or felt about) something that happened?

During the story: Make a prediction about ___. How do you know something is going to happen here?
What does the writer say that makes you think that?

NON-FICTION:
Tell me some ways subject of topic and similar topic are alike/different.
E.g. Tell me some ways penguins and birds are alike? Are different?
What do you think about subject of topic and how relate to a fact in the book?
E.g. What do you think about penguins and how they sit their egg on their feet and incubate it there?
Why is a fact in the book important? Why is the fact: Penguins need to know how to swim fast, important?
What does the writer say that makes you think that?
What is a question you still have about the topic?

THINKING ABOUT THE TEXT

EVALUATIVE UNDERSTANDING: (expressing an opinion about the text)

FICTION:

Is this a good title for this story? Why (not)?
What makes the title, ____ a good one for this book?
Why do you think the writer said choose a phrase or sentence in the text?
What did the writer mean by choose a word, a phrase or sentence in the text?

Give an example of a description the writer used to show what character was like.
The writer used specific words/phrases to describe character. Can you give examples?
What was the most important part of the story and why?
Find the part in the story where _____.

What did the writer mean when s/he said choose a word, a phrase or sentence in the text?

What was the writer’s message?
How did the writer let you know that something exciting was going to happen (foreshadowing)? Find examples from the text.

NON-FICTION:

Is this a good title for this story? Why (not)?
What makes the title, ____ a good one for this book?

What did facts did you learn? Can you show me where these facts are?
What did the writer mean by choose a word, a phrase or sentence in the text?

Show the sections of the book and tell the kind of information in each section.

How does the heading help you read the book?
How did the writer help you understand a map? a photograph? a table of data? a section of the book?

How did the writer make this book interesting? Justify by showing examples.

Look at the way the writer began the book. What did the writer do to get you interested in the topic?

Give an example of a description the writer used to show what/how ______.
The writer used specific words/phrases to describe ____. Can you give examples?

Look back at the text and find some powerful descriptive words. Explain what they mean.
Helping Your Child at Home: Reading Strategies Parents Can Use

What you can do at home:
- Read aloud often to your child; the more often he/she hears a story, the more familiar the words will become and the easier it will be for your child to read.
- Ask your child to read to you — he/she will get practice with reading and you will hear how he/she is progressing and where he/she may have trouble. If you are unable to listen to her read, ask him/her to read to a brother or sister, or to a pet or stuffed animal. Practice really does help us to improve.
- Allow your child time to work out a word; they need to have a go.
- Discuss the meanings of unknown words, both those she/ he reads and those she/he hears.
- Read a variety of text types; including narratives, procedures, information texts, poetry and fantasy.
- After reading, discuss the book. What happened? What did you learn?
- Use the comprehension questions provided to discuss the book in more detail, focusing first on literal questions, then inferential and later on evaluative.

Extra ideas:
- Record your child reading (e.g. on phone). Have them listen to themselves read and re-record. Can they hear the difference? What did they improve on?
- When asking them the comprehension questions, get them to use the book to prove their answer.
- Discuss the pictures. What are they showing us?
- Re-read the book a number of times. This is a great way for them to practice reading with fluency and expression as they already know all the unknown words.
Victorian Cursive Letter Formation Instruction Sheet

Start from the top, except for the lower case 'd' and 'e'.

A: Around, up, down, around.
B: Down, lift, down, lift, around.
C: Down, lift, cross.
D: Down, around, down, around.
E: Around, up, down, around.
F: Around, down, lift, cross.
G: Down, around, lift, dot.
H: Down, around, lift, dot.
I: Down, around.
J: Down, up, around, down, around.
K: Down, up, around, down, around.
L: Around, down, up, around, down, around.
M: Down, lift, down, up, down.

N: Around, down, up, around, down, around.
O: Down, up, around, down, around.
P: Around, down, up, around.
Q: Around, down, up, around.
R: Around, down, lift, cross.
S: Around, down, lift, cross.
T: Down, around, up, down.
U: Down, around, up, down.
V: Down, around, up, down.
W: Down, around, up, down.
X: Down, around, up, down.
Y: Around, lift, around.
Z: Down, lift, down, up, down.
Activities to promote writing at home:

- Writing a summary on their take home book.
- Writing a different ending for their take home book.
- Writing out a shopping list.
- Writing their own card for a relative or friend.
- Writing an invitation to a friend to come over and play.
- Writing a recipe that you may be cooking.
- Writing a persuasive letter if they ask for something before you buy it.
- Writing a recount if they go somewhere, including who, what, where, when and why.
- Writing a letter to their teacher or friend.
- Write a movie review.
- Write a procedure on how to play their favourite game.

Things to Remember when writing:

- Write on the baseline
- Encourage the language of sky, grass and dirt.
- Remember capital letters at the beginning of a sentence and full stop at the end.
- Grade ones and two’s by the end of the year need to know how to use all basic punctuation.
Near Doubles - 4+5 could be seen as Double 4 + 1 or 7+6
Fact Families - 4+5 = 9, 5+4=9, 9-4=5, 9-5=4
Make to 10 - 9+4 is the same as 10+3, 10-8=3 so 3+8=10
2 and 8, 3 and 7, 4 and 6, 5 and 5.
Ten Facts (ten friends) - the numbers that make ten: 1 and 9,
Doubles - automatic recall of all facts to double 10.

Then count the smaller number then count on the smaller number.
If the numbers so they keep the larger number in their head.
Counting on - they realise that they don't need to count one
Items to find the total.
Counting all - students will need to see and count all the

the use of efficient strategies to solve different problems.
ADDITION - finding the total of two collections. The aim is
Count up from - sometimes it is more efficient (or easier) to count forwards so to solve a problem such as 35 - 28 you start at 28 and count up to 35 28-29-30-31-32-33-34-35. I counted 7 times so the answer is 7.

3. Count up to 35 up to 35 28-29-30-31-32-33-34-35. I counted 7 times so the answer is

2. and count down to 9 12 - 9-8-7 I counted 3 times so the answer is.

difference between the numbers is minimal, for example 12 - 9 start at

Count down to - this is more efficient when solving problems where the

and count back three times 10-9-8-7

Count back - if they want to solve 10 - 3 they keep the 10 in their head

away the other number to find how many are left.

Modeling all - they will need to see the whole collection, this might

involve putting their fingers up to show the starting number, then taking

Subtraction - finding the difference between two collections.
<table>
<thead>
<tr>
<th>NUMBER OF THE DAY</th>
<th>TEN!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose a number suitable for your child then answer the following questions about that number.</td>
<td>You need: 1 set of playing cards without Jokers or picture cards.</td>
</tr>
<tr>
<td>1. Make it by adding two numbers</td>
<td>Play on your own or with a friend.</td>
</tr>
<tr>
<td>2. Make it by subtracting two numbers</td>
<td>• Place 12 cards face up in a 3 rows of 4</td>
</tr>
<tr>
<td>3. Make it by subtracting three numbers</td>
<td>• Take turns choosing a set of cards which add to 10.</td>
</tr>
<tr>
<td>4. Write the number before/after</td>
<td>• Fill in the spaces with new cards</td>
</tr>
<tr>
<td>5. What is 10 more and 10 less</td>
<td>• Play continues until no more sets of ten can be formed. The winner is the player who finishes with the most cards.</td>
</tr>
<tr>
<td>6. How many tens and ones in your number?</td>
<td>• When a player plays alone, the object of the game is to find the maximum number of cards that have a sum of ten.</td>
</tr>
</tbody>
</table>

| ORDERING NUMBERS                                                                 | GO FISH!                                                            |
|---------------------------------------------------------------------------------|                                                                    |
| 2 digit numbers – Roll two dice and make a two digit number. Eg If you throw    | Making ‘tens friends’ (1+9, 2+8, 3+7, 4+6, 5+5)                    |
| ٦٦٦٦                                            and ٦٦٦٦                                                                 | You will need: Playing cards Ace to 9; Ace = 1                       |
| you could make 24 or 42. Write this on a small piece of paper.                   | The dealer deals 5 cards to each player (7 each for 2 players). The remaining cards are placed face down to form a stack. Sort out your cards to find any tens friends and put them on the table in front of you. The first player asks the other player if they have a card that will go with one of theirs to make 10. For example if I had a 2 then I would ask one of the other players if they had an 8. If they did, then they give it to me and I put my tens friends on the table in front of me. If they don’t then they say “Go fish” and I have to pick up a card from the stack. Play continues taking turns until one player has no cards left. |
| Repeat this 3 more times so that you end up with 4 different numbers.            |                                                                    |
| Place these numbers in order from the smallest to the largest and write them into your book |                                                                    |
| EXTENSION: Use ten sided dice or 3 dice to make 3 digit numbers                  |                                                                    |

| PLACE RACE                                                                        | SPOT THE DIFFERENCE                                                 |
|---------------------------------------------------------------------------------|                                                                    |
| A game to explore the value of numbers up to 100.                                | A game to practise subtraction facts                              |
| Materials: Playing cards Ace to 9; Ace = 1                                         | Materials: Playing cards Ace to 10; Ace = 1                       |
| Shuffle the cards and deal each player 6 cards face down. At the dealer’s signal, players race to make 3 two-digit numbers and put them in order from smallest to largest. The first player finished calls ‘stop’ if the numbers are in the correctly ordered from smallest to largest then they win a point. Play 10 rounds. The player with the most points wins. | 1. Shuffle the cards and deal each player two cards. Players work out the difference between the two numbers by subtracting the smaller number from the larger. The player with the biggest difference takes all the cards in that round. For example, player A has a 6 and a 3 so the difference is 3. Player B has a 7 and a 2 so the difference is 5 so Player B wins the round. If two players have the same difference in the round it is not counted. All players are then dealt two more cards from the deck and play continues. When no more cards remain, players count up how many cards they have won. The player with the most cards wins. |
| EXTENSION: Deal out 10 cards and race to make and order 5 two digit numbers or deal 9 cards and race to make 3 three digit numbers. |                                                                    |